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ABSTRACT

A survey was conducted of the principal decision-makers in each institution and district in the Illinois public community college system to determine research needs for statewide, interinstitutional, and locally conducted studies. Over 80% responded. The results indicated that the areas with the most pressing general statewide research needs were impact of the community college system on the community; system management and resource allocations; and curriculum and program needs and priorities. More specific needs on the state level were identified in the areas of techniques for decreasing student attrition; procedures and standards for awarding credit for life experience; longitudinal studies of community college impact on student achievement and values; community demographic data and population, income, ethnic distribution, and educational trends; and in-service training needs of faculty and staff. The three top general local research needs were impact of the college on the community; characteristics of community, institutions, staff, and students; and management and resource allocations. Highest priority specific needs were in the areas of allocation and funding of facilities; evaluation of instructional programs and courses; cost-effectiveness of instructional modes; effectiveness of academic advising; and evaluation of organizational and administrative structures and processes. (MB)

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ED168648

Illinois Community College Board

RESEARCH NEEDS AND PRIORITIES AS PERCEIVED BY COMMUNITY COLLEGE ADMINISTRATORS IN ILLINOIS

JC 790 230

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February, 1979

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PREFACE

This study of the research needs and priorities in the public community college of Illinois was undertaken by the ICCB Research Advisory Council for the purpose of obtaining input from college administrators in carrying out one of the council's primary functions of identifying statewide community college research needs and priorities. In addition, the Research Advisory Council wanted to obtain data on local community college needs and priorities which would be useful to community college personnel at the local level.

This report shows the results of that survey for both the statewide community college system research needs and local college research needs. An analysis of the priorities by the various administrative roles is also reported. Data for each community college participating in the study were processed, analyzed, and returned to the college along with comparable statewide results for use at the local college level.

The ICCB Research Advisory Council wishes to thank the administrators in the Illinois public community colleges for participating in this study. The council hopes that this report will provide information which will be useful to local community college personnel in addition to serving the needs at the state level.

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ACKNOWLEDGEMENT

The ICCB Research Advisory Council wishes to acknowledge the work of Dr. Alfred Hecht, Moraine Valley Community College, for developing the design and procedures for this survey of research needs and priorities and for his assistance in analyzing and reporting the results. We also wish to acknowledge the assistance provided by Dr. Mary K. Baratta, Moraine Valley Community College, with the statistical analysis and the ranking of the data via a computer program, and the assistance provided by Mr. Robert Bakshis, College of DuPage, with the processing of each college's results by use of the SPSS computer program. We also wish to thank the top administrators at each community college for their time and effort in completing the survey instrument.

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INTRODUCTION

The Illinois Community College Board's Research Advisory Council has among its several functions the task of identifying and prioritizing needed statewide community college research projects. Since research resources at the state level are very limited and since any statewide study involves a significant effort on the part of each of the thirty-nine public community college districts (fifty-one colleges) in the state, the task of identifying statewide research studies is taken very seriously by the Research Advisory Council.

The Research Advisory Council is also very actively involved in assisting the local community colleges to develop their institutional research capability. Community colleges in Illinois are very much concerned with improving their programs and services through effective allocation or re-allocation of increasingly limited resources. Conducting appropriate studies can help determine the allocations needed for maximum results. For these reasons the ICCB Research Advisory Council undertook a survey of local, as well as systemwide, research needs within and across Illinois public community colleges.

Statewide surveys have been used to establish research priorities in California (Peterson, 1965), Michigan (Higginbotham and Neil, 1975), Virginia (McLaughlin and Montgomery, 1975), Washington *Suver, 1967), and Wisconsin (Paulsen, 1974). Principal institutional administrators participated in all of these studies. Although there are several accepted methods for identifying research needs and priorities (Brzezinski, 1978) the method selected for this study was the use of a list of potential research topics developed by the ICCB Research Advisory Council. Research topics on this list were then ranked in priority order by community college administrators.

Purpose of the Study

The purposes of this study were the following:

1. To identify those systemwide research needs which are most pressing and for which statewide studies would be desirable.

2. To identify those institutional research needs which are most pressing and for which cooperative interinstitutional studies would be desirable.

3. To identify those institutional research needs which are most pressing and for which locally conducted studies are needed.

4. To determine whether perceived research needs and priorities vary by role of decision-maker.

PROCEDURES

Population

The principal decision-makers in each institution and district comprising the Illinois public community college system constituted the population for this study. In single-campus districts, the following administrative roles were included: chief administrative officer(s), chief community services officer, chief financial officer, chief instructional officer, and chief student services officer. In multi-campus districts, the district level counterparts of the campus administrators were included in addition to the campus administrators. Institutional researchers were omitted from this study because they are not always institutional decision-makers and because they are not found on all campuses.

Instrumentation

After reviewing empirical studies and expert opinion, a set of seven general areas of research needs was developed. These areas are fairly comprehensive and exhaustive in the community college research literature. Again drawing primarily from previous studies, a list of generic topics was developed for each of the seven general areas. Although more specific than the general areas, the generic topics were typically expressed at a level of generality above that of particular research studies. To list particular research studies would result in an unwiedly instrument, complex analyses and complex reports.

Respondents were asked to rank the general areas and specific topics according to perceived system-wide and institutional needs. A value of "1" represented the highest ranking. A sample instrument is presented in Appendix A.

Administration

Questionnaires, color-coded by institutional role and with institutional or district identification, were forwarded to the MIS Coordinators in each district office. The MIS Coordinator was asked to distribute and collect completed questionnaires within their institutions or districts. Completed questionnaires were forwarded to ICCB for analysis. A mail and a telephone follow-up was used to maximize response rate. The survey was conducted during the winter of 1978.

Response Rate

Of the 39 public community college districts in Illinois 33 (85%) responded to the Research Needs and Priorities Survey. Since colleges of multi-campus districts were also included in the survey, the response rate for the 51 campuses was 41 (80%). Hence, the response rate indicated that over 80% of the top administrators of Illinois public community colleges in the five positions surveyed participated in this study.

Statistical Method

To identify the most pressing research needs, the general areas and specific topics were ranked from high to low across all respondents according to their Importance-Consensus Ranking (Baratta, 1974). This method considers not only the importance ranking of each item but also considers the degree of agreement (consensus ranking) on the ranking of each item. Hence, the highest priority item is the one on which most of the individuals ranking the item agree that it was highest priority. To determine whether perceived needs varied by role, responses of district and campus administrators were ranked from high to low for the general and specific research areas. Spearman Rank Order correlation analysis was utilized to compare the relation of the ranks by the different administrators.

THE RESULTS

Statewide General Research Needs

An analysis of the rankings of the statewide general research needs by all community college administrators revealed that the top three research needs in rank order were:

1. Impact of the Community College System on the Community
2. Community College System Management and the Allocation of Resources
3. Curriculum and Program Needs and Priorities

The fact that a research area was not ranked first does not indicate that the administrators considered it unimportant, but rather that there are other studies that they would like to have completed first.

Table 1 shows the rankings of the statewide general research needs by all college administrators as well as by each of the five different administrative roles used in the survey. To analyze the degree of agreement or disagreement among the ranks by the various roles a Spearman Rank Order correlation analysis was computed. The results of that analysis are shown in Table 2. The Spearman rho's were squared and converted to percentages to show the degree of relationship between the rankings of the various roles in a simplified fashion. The higher the percentage shown in Table 2, the higher the relationship of the rankings between the two roles in the matrix. The degree of relationship varied among the various roles, with the greatest agreement occurring between the chief college administrator and the chief finance administrator and the least agreement occurring between the chief community service administrator and the chief finance administrator. In general, however, the various roles had a high degree of agreement in the rankings of the statewide general research needs.

TABLE 1

RANKING OF STATEWIDE COMMUNITY COLLEGE SYSTEM RESEARCH NEEDS BY TOP ADMINISTRATORS IN ILLINOIS COMMUNITY COLLEGES

	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators	All College Administrators
1. Impact of the college (system) on community.	1	2	1	1	2	1
2. College (system) management and the allocation of resources.	2	1	3	2	1	2
3. Characteristics of community, institution, staff and students.	3	4	4	4	4	4
4. Teaching-learning strategies, styles and environment.	6	5.5	6	7	6	6.5
5. Faculty and staff performance and development needs.	7	5.5	7	6	5	5
6. Curriculum and program needs and priorities.	4	3	2	3	3	3
7. Student aptitude, achievement, and values.	5	7	5	5	7	6.5

TABLE 2

DEGREE OF RELATIONSHIP BETWEEN THE RANKINGS OF THE STATEWIDE GENERAL RESEARCH NEEDS BY ROLE OF ADMINISTRATORS

	Chief College Admin.	Chief Academic Admin.	Chief Student Services Admin.	Chief Finance Admin.	Chief Community Services Admin.
	Spearman Rho's Squared in Percentage				
College	100%	66% *	80% *	86% *	62% *
Academic		100%	60% *	72% *	98% *
Student Services			100%	86% *	56%
Finance				100%	73% *
Community Services					100%

* Relationships are significant at the .05 level.

Local College General Research Needs

An analysis of the rankings of local college general research needs by all administrators revealed that the top three local research needs in rank order were as follows:

1. Impact of the College on the Community
2. Characteristics of Community, Institutions, Staff, and Students
3. Local College Management and the Allocation of Resources

Table 3 shows the rankings of the local college general research needs by all administrators and by each of the five different administrative roles included in the survey. To analyze the degree of agreement of the rankings by role of administrators a Spearman's Rank Order correlation analysis was utilized. Table 4 shows a matrix of the various roles and the degree of relationship between the rankings of each pair of roles. The percentage of relationship shown is the Spearman rho's squared and converted to a percentage.

This analysis shows that there were considerable differences in the rankings of the local college general research needs by the various administrative roles. A significant degree of agreement in the rankings occurred only between the presidents and the community services and finance administrators. The highest degree of agreement was between the chief college administrators and the chief finance administrators at the colleges, while the least agreement was between the chief academic administrators and the chief finance administrators. It seems that the different roles of the administrators have significant influence on the ranking of local college general research needs. This seems logical because the different administrative roles have different responsibilities and hence, no doubt, different research needs within these colleges.

TABLE 3

RANKING OF COLLEGE RESEARCH NEEDS BY TOP COMMUNITY COLLEGE ADMINISTRATORS IN ILLINOIS

	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators	All College Administrators
1. Impact of the college (system) on community.	1	1	2	1	2	1
2. College (system) management and the allocation of resources.	2	3	4	2	3.5	3
3. Characteristics of community, institution, staff and students.	3	7	1	3	1	2
4. Teaching-learning strategies styles and environment.	7	6	3	6	7	7
5. Faculty and staff performance and development needs.	4	5	7	5	5	4.5
6. Curriculum and program needs and priorities.	5	4	5.5	4	3.5	4.5
7. Student aptitude, achievement, and values.	6	2	5.5	7	6	6

TABLE 4

DEGREE OF RELATIONSHIP BETWEEN THE RANKINGS OF THE LOCAL COLLEGE GENERAL RESEARCH NEEDS BY ROLE OF ADMINISTRATORS

	Chief College Admin.	Chief Academic Admin.	Chief Student Services Admin.	Chief Finance Admin.	Chief Community Services Admin.
	Spearman Rho's Squared in Percentage				
College	100%	13%	15%	86% *	66% *
Academic		100%	3%	0.07%	6%
Student Services			100%	0.31%	0.28%
Finance				100%	.69%
Community Services					100%

* Significant at the .05 level

Statewide Specific Research Needs

An analysis of the rankings of statewide specific research needs by all community college administrators revealed that the top five specific statewide research needs in rank order were as follows:

1. Identify Techniques for Decreasing Student Attrition
2. Develop Procedures and Standards for Awarding College Credit for Life Experience
3. Design Longitudinal Studies of the Impact of the Community College on Student Achievement and Values
4. Compile Community Demographic Data and Trends of Population, Income, Ethnic Distribution, and Education.
5. Analysis of In-Service Training Needs and Opportunities for College Faculty, Administration, and Support Staff

Table 5 lists the ten specific statewide research needs with the highest rankings by all community college administrators and the rankings of these items by each of the five administrative roles. Appendix B contains a table showing the complete list of general and specific statewide research needs and the rank of each item by each role.

TABLE 5

TOP TEN STATEWIDE SPECIFIC RESEARCH NEEDS IN RANK ORDER

	All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
1. Identify Techniques for Decreasing Student Attrition	1	21	2.5	1	2	2.5
2. Develop Procedures and Standards for Awarding College Credit for Life Experience	3.5	6.5	7	9.5	18.5	1
3. Design Longitudinal Studies of the Impact of the Community College on Student Achievement and Values	3.5	3	9	5	3	9
4. Compile Community Demographic Data and Trends of Population	3.5	5	2.5	6	5	13
5. Analysis of In-Service Training Needs and Opportunities for Staff	3.5	17	4.5	2	16.5	4
6. Evaluate Procedures for Development and Approval of Curricula	6.5	12	7	3.5	8.5	2.5
7. Develop Follow-Up Studies of Students by Program and Curriculum Areas	6.5	2	19	11	8.5	5.5
8. Evaluate State Allocation and Funding of Community College Facilities	8.5	12	4.5	9.5	1	7.5
9. Develop Diagnostic Procedures for Effective Placement of Students in Courses	8.5	12	1	7.5	11	10.5
10. Define Relationships Between Reg. Credit Prog., General Studies Prog., and Community Services Prog.	10	17	15	24.5	12	7.5

Local Specific Research Needs

An analysis of the rankings of local college specific research needs by all community college administrators revealed that the top five specific local college research needs in rank order were as follows:

1. Evaluate Allocation and Funding of Community College Facilities
2. Evaluate Instructional Programs and Courses
3. Identify the Cost-Effectiveness of Various Instructional Modes
4. Evaluate Effectiveness of Academic Advising
5. Evaluation of District Organizational Structure and Administration Processes: Development of Optimum Administrative Models

Table 6 shows the ten highest priority local college specific research needs and the rankings of these items by all community college administrators and each of the five administrative roles included in the survey. Appendix C contains a table showing a complete listing of all the local college general and specific research needs items and the rankings of each item by each of the administrative roles.

TABLE 6

TOP TEN LOCAL COLLEGE SPECIFIC RESEARCH NEEDS IN RANK ORDER

	All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
1. Evaluate the Allocation and Funding of Community College Facilities	1	1	7.5	1	1	1
2. Evaluate Instructional Programs and Courses	2	8	9	7.5	24	5
3. Identify the Cost-Effectiveness of Various Instructional Modes	3	3	1	48.5	3	18
4. Evaluate Effectiveness of Academic Advising	4	3	11.5	2	12	15.5
5. Evaluation of College's Organizational Structure & Administrative Processes: Dev. of Optimum Admin. Mod.	5	6.5	2	19.5	4	10
6. Evaluation of Courses, Programs and Services Designed for Special Groups	6	15	4	30.5	8.5	10
7. Define Relationships between Educational and Community Services Programs	7	18.5	11.5	24	5	2
8. Evaluate the Effect. of a Variety of Teach.-Learn. Strategies for Diff. Types of Learners	8	9	27	5	6.5	17
9. Identify Effective Techniques for Motivating Students	9	27.5	3	11.5	20	14
10. Assess the Use of Criteria, Procedures, and Evaluation for Staff Performance	10	18.5	7.5	23	6.5	6.5

Highest Priority Local College Research Needs By Role

Since there were considerable differences in the rankings of the local research needs by the administrators having different roles, the five highest priority local college specific research needs are shown below for each of the administrative roles in rank order.

Five Highest Priority Local College Specific Research Needs of Community College Presidents:

1. Evaluate Allocation and Funding of Community College Facilities

* 3. Identify the Cost-Effectiveness of Various Instructional Modes

* 3. Evaluate Effectiveness of Academic Advising

* 3. Develop Diagnostic Procedures for Effective Placement of Students in Courses

5. Evaluate the Impact of College Environment on Student Attrition, Retention, and Learning.

Five Highest Priority Local College Specific Research Needs of Chief Academic Administrators:

1. Identify the Cost-Effectiveness of Various Instructional Modes

2. Evaluation of District Organizational Structure and Administrative Processes: Development of Optimum Administrative Models

3. Identify Effective Techniques for Motivating Students

4. Evaluate Courses, Programs and Services Designed for Special Groups (e. g. Remedial, Disadvantaged, Professional-Testing, New Students, Minorities, Incarcerated)

5. Compile Community Demographic Data and Trends of Population, Income, Ethnic Distribution, Education, Etc.

Five Highest Priority Local College Specific Research Needs of Chief Student Services Administrators:

1. Evaluate Allocation and Funding of Community College Facilities

2. Evaluate Effectiveness of Academic Advising

3. Evaluate Student Development Programs and Services

4. Develop a Model for the External Validation Assessment of Institutional Goals and Objectives

5. Evaluate the Effectivenessof a Variety of Teaching-Learning Strategies for Different Types of Learners

* Tied Ranks

Five Highest Priority Local College Specific Research Needs of Chief Finance Administrators:

1. Evaluate Allocation and Funding of Community College Facilities
2. Conduct Faculty Load Studies
3. Identify the Cost-Effectiveness of Various Instructional Modes
4. Evaluation of District Organizational Structure and Administrative Processes: Development of Optimum Administrative Models
5. Define Relationships Between Regular Credit Programs, General Studies Programs and Community Services Programs

Five Highest Priority Local College Specific Research Needs of Chief Community Services Administrators:

1. Evaluate Allocation and Funding of Community College Facilities
2. Define Relationships Between Credit Programs, General Studies Programs, and Community Services Programs
3. Compile Community Demographic Data and Trends of Population, Income, Ethnic Distribution, Education, Etc.
4. Evaluate the Value and Effectiveness of Management Training Experience for Administrative Staff
5. Evaluate Regular Instructional Programs and Courses

The above listings of highest priority local college research needs are very useful for comparison of the ratings of research needs at each of the community colleges with statewide results. Although not included in this report, the results for each college were analyzed and returned to that college for their own use.

CONCLUSIONS AND RECOMMENDATIONS

The results of this survey of research needs and priorities of top administrators in the public community colleges of Illinois indicated that the most pressing statewide general research needs were studies on (1) the impact of the community college system, (2) community college system management and allocation of resources, and (3) curriculum and program needs and priorities. The five highest priority specific statewide research needs in rank order were as follows:

1. Identify Techniques for Decreasing Student Attrition

2. Develop Procedures and Standards for Awarding College Credit for Life Experience

3. Design Longitudinal Studies of the Impact of the Community College on Student Achievement and Values

4. Compile Community Demographic Data and Trends of Population, Income, Ethnic Distribution, and Education

5. Analysis of In-Service Training Needs and Opportunities for Faculty, Administration, and Support Staff

There was considerable agreement on the statewide research needs priorities among the five administrative roles included in the survey. The research needs priorities at the local college level were considerably different for each of the administrative roles, however. Hence, using the overall rankings of all administrators seems to be a fairly effective method of determining statewide community college system research priorities but may be limited in determining local community college research needs. It is necessary to look at the highest priority local college research needs by administrative role to get a better indication of the type of studies that are most needed at the local college level.

A ranking of the local college general research needs by all community college administrators revealed that the highest priority local college general research needs in rank order were (1) impact of the college on the community; (2) characteristics of community, institution, staff, and students; and (3) college management and the allocation of resources.

The five highest priority local college specific research needs in rank order were as follows:

1. Evaluate the Allocation and Funding of Community College Facilities

2. Evaluate Instructional Programs and Courses

3. Identify the Cost-Effectiveness of Various Instructional Modes

4. Evaluate Effectiveness of Academic Advising

5. Evaluation of College's Organizational Structure and Administration Processes: Development of Optimum Administrative Models

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APPENDIX A

Survey Instrument Used in the Research
Needs and Priorities Study

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November 1, 1977

TO: CHIEF COMMUNITY EDUCATION-COMMUNITY SERVICES OFFICER

FROM: DR. IVAN J. LACH, ASSOC. DIR. FOR PLANNING RESEARCH AND MIS
DR. STEVE GROSZOS, CHAIRMAN OF THE ICCB RESEARCH ADVISORY COUNCIL

RE: RESEARCH NEEDS AND PRIORITIES STUDY

The ICCB Research Advisory Council is interested in identifying the research needs and priorities in Illinois public community colleges to help it decide which of these needs can best be met by statewide studies and which ones could best be met by inter-institutional or locally conducted studies. Their objective is to concentrate the limited research efforts in the community colleges on the areas which are most needed as identified by community college administrators. For this reason we need <u>your</u> help in identifying what you consider to be the highest priority research needs in the community colleges.

Please rank in order the research needs in each category on how important you consider it to be for; 1) the statewide community college system, and 2) for your local community college. Some items were not appropriate to be ranked for the entire community college system in Illinois, hence, no blanks appear by these items in that column. Rank all the items in each column for which blanks appear from 1 to n where n is the number of blanks provided. After you complete the survey instrument, please return it to the person at your college (usually the director of institutional research) who is coordinating this survey.

We wish to thank you for your cooperation. The results of the survey will be sent to each college and to the Council of Presidents.

IJL:jam

Research Needs and Priorities for Illinois Public Community Colleges

Directions: Seven general research needs are listed in Part I. More specific needs related to each general need are presented in Parts II-VIII. Within each Part, identify the priority which you think should be assigned to each need for studies within your college district and, where indicated, for studies across the Illinois Community College System.

For each Part, rank your choices by placing a "1" before the number of the need to which you assign highest priority; a "2" before the number of the need which you consider second most important and continuing through all the items for which a blank in that column is provided. Please rank all items for which a blank is provided in each part and do not report ties.

RANK FOR COLLEGE SYSTEM	RANK FOR YOUR COLLEGE	PART I: GENERAL RESEARCH NEEDS
—	—	1. Impact of the college (system) on community
—	—	2. College (system) management and the allocation of resources
—	—	3. Characteristics of community, institution, staff and students
—	—	4. Teaching-learning strategies, styles and environment
—	—	5. Faculty and staff performance and development needs
—	—	6. Curriculum and program needs and priorities
—	—	7. Student aptitude, achievement, and values

COLLEGE SYSTEM	YOUR COLLEGE	PART II: IMPACT OF THE COMMUNITY COLLEGE UPON THE COMMUNITY
—	—	1. Educational impact of college (system) on the community
—	—	2. Economic impact of college (system) on the community
—	—	3. Social/Cultural impact of the college (system) on the community

(over, please)

RANK FOR COLLEGE SYSTEM	RANK FOR YOUR COLLEGE	PART III: COLLEGE MANAGEMENT AND RESOURCE ALLOCATION
—	—	1. Evaluate State Allocation and funding of community college facilities
—	—	2. Develop a model Affirmative Action policy
—	—	3. Identify procedures for the effective use of citizens' advisory committees
—	—	4. Develop a model for the external validation assessment of institutional goals and objectives
—	—	5. Evaluation of district organizational structure and administrative processes: development of optimum administrative models
—	—	6. Define relationships between regular credit programs, general studies programs and community services programs
	—	7. Identify procedures for staff reduction
	—	8. Identify appropriate intra- and inter-collegiate athletic activities
	—	9. Evaluate the effectiveness of college information dissemination activities

COLLEGE SYSTEM	YOUR COLLEGE	PART IV: CHARACTERISTICS OF COMMUNITY, INSTITUTION, STAFF AND STUDENTS
—	—	1. Compile community demographic data and trends of population, income, ethnic distribution, education, etc.
—	—	2. Determine community education needs by categories (Manpower, age groups, disadvantaged, minorities, incarcerated, etc.)
—	—	3. Develop basic student profile data and trends (age, sex, enrollment, attrition, etc.)
—	—	4. Develop basic staff profile data (age, sex, rank, etc.)
—	—	5. Analyze student flow and persistence
	—	6. Determine performance levels of competencies for job entry and advancement in para-professional and technician positions
	—	7. Assess public opinion toward the college
—	—	8. Employment of part-time faculty/staff

RANK FOR COLLEGE SYSTEM	RANK FOR YOUR COLLEGE	PART V: TEACHING-LEARNING STRATEGIES, STYLES AND ENVIRONMENT
—	—	1. Identify procedures for appropriate sequencing of curriculum content
—	—	2. Identify the cost-effectiveness of various instructional modes
—	—	3. Evaluate the effectiveness of a variety of teaching-learning strategies for different types of learners
	—	4. Identify effective techniques for motivating students
	—	5. Identify effective strategies for helping students transfer learning to life situations
	—	6. Identify effective procedures for learner management of learning
	—	7. Identify procedures for developing effective learning activities
	—	8. Evaluate the impact of classroom environment on students
	—	9. Evaluate the impact of college environment on student attraction, retention and learning
	—	10. Develop strategies for matching student learning styles with teaching styles

COLLEGE SYSTEM	YOUR COLLEGE	PART VI: FACULTY AND STAFF PERFORMANCE AND DEVELOPMENT NEEDS
—	—	1. Conduct faculty load studies
—	—	2. Analysis of in-service training needs and opportunities for faculty, administrative and support staff
—	—	3. Evaluate effectiveness of academic advising
—	—	4. Conduct comparability studies of staff salaries
—	—	5. Analyze the employment patterns of staff (longevity, promotions, terminations, etc.)
	—	6. Need for pre-employment orientation to community college teaching
	—	7. Assess the use of criteria, procedures and evaluation for staff performance
	—	8. Conduct staff attitude studies (satisfactions and dissatisfactions)
	—	9. Evaluate the value and effectiveness of management training experiences for administrative staff

(over, please)

RANK FOR COLLEGE SYSTEM	RANK FOR YOUR COLLEGE	PART VII: CURRICULUM, PROGRAM AND SERVICE NEEDS
—	—	1. Identify barriers to enrollment of minorities, disadvantaged, etc.
—	—	2. Evaluate courses, programs and services designed for specific groups (e.g.,remedial, disadvantaged, proficiency--testing, "new-students," minorities, incarcerated)
—	—	3. Articulation of instructional and counseling programs with high schools and four-year institutions
—	—	4. Evaluate procedures for development and approval of curricula
	—	5. Exploration and evaluation of non-traditional curricula and courses (e.g.,those with flexible entrance-completion times and requirements)
	—	6. Evaluate regular instructional programs and courses
	—	7. Evaluate student development programs and services
	—	8. Evaluate community education and public services
	—	9. Identify criteria and procedures for eliminating courses, programs or services
	—	10. Develop procedures for translating job skills into efficient and effective learning activities and curricula

COLLEGE SYSTEM	YOUR COLLEGE	PART VIII: STUDENT APTITUDE, ACHIEVEMENT, VALUES
—	—	1. Develop diagnostic procedures for effective placement of students in courses
—	—	2. Develop procedures and standards for awarding college credit for life experiences
—	—	3. Evaluate relationships among a variety of student characteristics and success in courses and programs
—	—	4. Identify techniques for decreasing student attrition
—	—	5. Develop follow-up studies of students by program and curriculum areas
—	—	6. Design longitudinal studies of the impact of the community college on student achievement and values
—	—	7. Develop performance oriented measures of student achievement

APPENDIX B

Rankings of Statewide General and Specific Research Needs

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
1	1	2	1	1	2
2	2	1	3	2	1
4	3	4	4	4	4
6.5	6	5.5	6	7	6
5	7	5.5	7	6	5
3	4	3	2	3	3
6.5	5	7	5	5	7
13	9	15	14.5	16.5	18
15.5	9	22.5	17.5	21	20
31	31	30	31	29	28

PART I: GENERAL RESEARCH NEEDS

1. Impact of the college (system) on community
2. College (system) management and the allocation of resources
3. Characteristics of community, institution, staff and students
4. Teaching-learning strategies, styles and environment
5. Faculty and staff performance and development needs
6. Curriculum and program needs and priorities
7. Student aptitude, achievement, and values

PART II: IMPACT OF THE COMMUNITY COLLEGE UPON THE COMMUNITY

8. Educational impact of college (system) on the community
9. Economic impact of college (system) on the community
10. Social/Cultural impact of the college (system) on the community

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
8.5	12	4.5	9.5	1	7.5
27.5	32	31.5	20.5	24	21.5
33	28.5	34	32	33	32
29.5	28.5	29	27.5	18.5	23
26	30	22.5	22.5	32	27
10	17	15	24.5	12	7.5

PART III: COLLEGE MANAGEMENT AND RESOURCE ALLOCATION

11. Evaluate State Allocation and funding of community college facilities
12. Develop a model Affirmative Action policy
13. Identify procedures for the effective use of citizens' advisory committees
14. Develop a model for the external validation assessment of institutional goals and objectives
15. Evaluation of district organizational structure and administrative processes: development of optimum administrative models
16. Define relationships between regular credit programs, general studies programs and community services programs
17. Identify procedures for staff reduction
18. Identify appropriate intra- and inter-collegiate athletic activities
19. Evaluate the effectiveness of college information dissemination activities

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
3.5	5	2.5	6	5	13
23	19.5	10.5	3.5	4	10.5
29.5	19.5	26	22.5	30	33
34	34	33	33	34	34
17.5	6.5	22.5	14.5	14	29
32	33	31.5	34	28	31

PART IV: CHARACTERISTICS OF COMMUNITY, INSTITUTION, STAFF AND STUDENTS

20. Compile community demographic data and trends of population, income, ethnic distribution, education, etc.

21. Determine community education needs by categories (Manpower, age groups, disadvantaged, minorities, incarcerated, etc.)

22 Develop basic student profile data and trends (age, sex, enrollment, attrition, etc.)

23. Develop basic staff profile data (age, sex, rank, etc.)

24 Analyze student flow and persistence

25. Determine performance levels of competencies for job entry and advancement in para-professional and technician positions

26 Assess public opinion toward the college

27 Employment of part-time faculty/staff

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
27.5	26.5	27	24.5	26	26
11	17	12	12	15	15.5
13	9	17	17.5	13	12

PART V: TEACHING-LEARNING STRATEGIES, STYLES AND ENVIRONMENT

28. Identify procedures for appropriate sequencing of curriculum content
29. Identify the cost-effectiveness of various instructional modes
30. Evaluate the effectiveness of a variety of teaching-learning strategies for different types of learners
31. Identify effective techniques for motivating students
32. Identify effective strategies for helping students transfer learning to life situations
33. Identify effective procedures for learner management of learning
34. Identify procedures for developing effective learning activities
35. Evaluate the impact of classroom environment on students
36. Evaluate the impact of college environment on student attraction, retention and learning
37. Develop strategies for matching student learning styles with teaching styles

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
13	14.5	7	27.5	8.5	5.5
3.5	17	2.5	2	16.5	4
23	24.5	28	7.5	21	18
15.5	1	13	27.5	6	30
20.5	26.5	19	30	31	15.5

PART VI: FACULTY AND STAFF PERFORMANCE AND DEVELOPMENT NEEDS

38. Conduct faculty load studies
39. Analysis of in-service training needs and opportunities for faculty, administrative and support staff
40. Evaluate effectiveness of academic advising
41. Conduct comparability studies of staff salaries
42. Analyze the employment patterns of staff (longevity, promotions, terminations, etc.)
43. Need for pre-employment orientation to community college teaching
44. Assess the use of criteria, procedures and evaluation for staff performance
45. Conduct staff attitude studies (satisfactions and dissatisfactions)
46. Evaluate the value and effectiveness of management training experiences for administrative staff

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
17.5	4	22.5	20.5	23	18
19	19.5	19	14.5	21	24
25	14.5	15	14.5	26	14
6.5	12	7	3.5	8.5	2.5

PART VII: CURRICULUM, PROGRAM AND SERVICE NEEDS

1. Identify barriers to enrollment of minorities, disadvantaged, etc.
2. Evaluate courses, programs and services designed for specific groups (e.g.,remedial, disadvantaged, proficiency--testing, "new-students," minorities, incarcerated)
3. Articulation of instructional and counseling programs with high schools and four-year institutions
4. Evaluate procedures for development and approval of curricula
5. Exploration and evaluation of non-traditional curricula and courses (e.g.,those with flexible entrance-completion times and requirements)
6. Evaluate regular instructional programs and courses
7. Evaluate student development programs and services
8. Evaluate community education and public services
9. Identify criteria and procedures for eliminating courses, programs or services
10. Develop procedures for translating job skills into efficient and effective learning activities and curricula

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
8.5	12	1	7.5	11	10.5
3.5	6.5	7	9.5	18.5	1
23	23	25	27.5	26	21.5
1	21	2.5	1	2	2.5
6.5	2	19	11	8.5	5.5
3.5	3	0	5	3	9
20.5	22	10.5	19	8.5	25

PART VIII: **STUDENT APTITUDE, ACHIEVEMENT, VALUES**

57. Develop diagnostic procedures for effective placement of students in courses
58. Develop procedures and standards for awarding college credit for life experiences
59. Evaluate relationships among a variety of student characteristics and success in courses and programs
60. Identify techniques for decreasing student attrition
61. Develop follow-up studies of students by program and curriculum areas
62. Design longitudinal studies of the impact of the community college on student achievement and values
63. Develop performance oriented measures of student achievement

APPENDIX C

Rankings of Local College General and Specific Research Needs

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
1	1	1	2	1	2
3	2	3	4	2	3.5
2	3	7	1	3	1
7	7	6	3	6	7
4.5	4	5	7	5	5
4.5	5	4	5.5	4	3.5
6	6	2	5.5	7	6
30	29	32	27.5	30.5	42.5
29	27.5	30.5	25.5	20	32
31	33.5	33	34.5	32	32

PART I: GENERAL RESEARCH NEEDS

1. Impact of the college (system) on community
2. College (system) management and the allocation of resources
3. Characteristics of community, institution, staff and students
4. Teaching-learning strategies, styles and environment
5. Faculty and staff performance and development needs
6. Curriculum and program needs and priorities
7. Student aptitude, achievement, and values

PART II: IMPACT OF THE COMMUNITY COLLEGE UPON THE COMMUNITY

8. Educational impact of college (system) on the community
9. Economic impact of college (system) on the community
10. Social/Cultural impact of the college (system) on the community

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators	
1	1	7.5	1	1	1	
41	46.5	44.5	21.5	39	48	
48	42	41.5	42.5	49	21.5	
13.5	25	16.5	4	22	13	
5	6.5	2	19.5	4	10	
7	18.5	11.5	24	5	2	
47	46.5	37.5	40	44	53	
55	56	56	52	55	56	
12	10/5	16.5	30.5	8.5	29	

PART III: COLLEGE MANAGEMENT AND RESOURCE ALLOCATION

11. Evaluate State Allocation and funding of community college facilities
12. Develop a model Affirmative Action policy
13. Identify procedures for the 'ective use of citizens' advisory committees
14. Develop a model for the external validation assessment of institutional goals and objectives
15. Evaluation of district organizational structure and administrative processes: development of optimum administrative models
16. Define relationships between regular credit programs, general studies programs and community services programs
17. Identify procedures for staff reduction
18. Identify appropriate intra- and inter-collegiate athletic activities
19. Evaluate the effectiveness of college information dissemination activities

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
20	31	5	38	17	3
27	26	11.5	19.5	15.5	30
32	33.5	20	38	35	40.5
56	54	55	57	54	44
27	16	14	25.5	26	42.5
38.5	37	46	46	12	36.5
36.5	20	22.5	51	27	46.5
50	52	43	54	45	50

PART IV: CHARACTERISTICS OF COMMUNITY, INSTITUTION, STAFF AND STUDENTS

20. Compile community demographic data and trends of population, income, ethnic distribution, education, etc.

21. Determine community education needs by categories (Manpower, age groups, disadvantaged, minorities, incarcerated, etc.)

22. Develop basic student profile data and trends (age, sex, enrollment, attrition, etc.)

23. Develop basic staff profile data (age, sex, rank, etc.)

24. Analyze student flow and persistence

25. Determine performance levels of competencies for job entry and advancement in para-professional and technician positions

26 Assess public opinion toward the college

27 Employment of part-time faculty/staff

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
22	21.5	28	36	10	27.5
3	3	1	48.5	3	18
8	9	27	5	6.5	17
9	27.5	3	11.5	20	14
44	51	40	27.5	39	23.5
53	48	52	48.5	56	40.5
41	41	47	30.5	35	19
54	40	54	14.5	53	54
11	5	25.5	11.5	48	20
35	31	11.5	55.5	28	39

PART V: TEACHING-LEARNING STRATEGIES, STYLES AND ENVIRONMENT

28. Identify procedures for appropriate sequencing of curriculum content
29. Identify the cost-effectiveness of various instructional modes
30. Evaluate the effectiveness of a variety of teaching-learning strategies for different types of learners
31. Identify effective techniques for motivating students
32. Identify effective strategies for helping students transfer learning to life situations
33. Identify effective procedures for learner management of learning
34. Identify procedures for developing effective learning activities
35. Evaluate the impact of classroom environment on students
36. Evaluate the impact of college environment on student attraction, retention and learning
37. Develop strategies for matching student learning styles with teaching styles

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
13.5	14	39	16.5	2	25.5
27	23	29	11.5	30.5	32
4	3	11.5	2	12	15.5
43	50	48	47	19	49
52	53	36	53	52	51
23.5	37	22.5	11.5	39	15.5
10	18.5	7.5	23	6.5	6.5
16	43	22.5	42.5	18	10
16	31	18	7.5	35	4

PART VI: FACULTY AND STAFF PERFORMANCE AND DEVELOPMENT NEEDS

38. Conduct faculty load studies

39 Analysis of in-service training needs and opportunities for faculty, administrative and support staff

40. Evaluate effectiveness of academic advising

41. Conduct comparability studies of staff salaries

42 Analyze the employment patterns of staff (longevity, promotions, terminations, etc.)

43 Need for pre-employment orientation to community college teaching

44 Assess the use of critoria, procedures and evaluation for staff performance

45 Conduct staff attitude studies (satisfactions and dissatisfactions)

46 Evaluate the value and effectiveness of management training experiences for administrative staff

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators	
36.5	39	50	41	37	10	47. Identify barriers to enrollment of minorities, disadvantaged, etc.
6	15	4	30.5	8.5	10	48. Evaluate courses, programs and services designed for specific groups (e.g.,remedial, disadvantaged, proficiency--testing, "new-students," minorities, incarcerated)
18.5	21.5	19	6	21	36.5	49. Articulation of instructional and counseling programs with high schools and four-year institutions
18.5	17	25.5	16.5	15.5	25.5	50. Evaluate procedures for development and approval of curricula
16	12	6	21.5	41	35	51 Exploration and evaluation of non-traditional curricula and courses (e.g.,those with flexible entrance-completion times and requirements)
2	8	0	7.5	24	5	52. Evaluate regular instructional programs and courses
21	6.5	34.5	3	43	44	53. Evaluate student development programs and services
38.5	35	37.5	44.5	51	10	54. Evaluate community education and public services
49	55	41.5	38	24	45	55. Identify criteria and procedures for eliminating courses, programs or services
45	44	51	14.5	50	23.5	56. Develop procedures for translating job skills into efficient and effective learning activities and curricula

PART VII: CURRICULUM, PROGRAM AND SERVICE NEEDS

All College Administrators	Chief College Administrators	Chief Academic Administrators	Chief Student Services Administrators	Chief Finance Administrators	Chief Community Services Administrators
23.5	3	15	30.5	33	21.5
33.5	45	34.5	0	42	6.5
33.5	13	22.5	34.5	46	34
25	24	30.5	18	14	27.5
46	37	44.5	40	24	38
51	10.5	53	55.5	47	52
41	40	49	44.5	12	46.5

PART VIII: STUDENT APTITUDE, ACHIEVEMENT, VALUES

57. Develop diagnostic procedures for effective placement of students in courses
58. Develop procedures and standards for awarding college credit for life experiences
59. Evaluate relationships among a variety of student characteristics and success in courses and programs
60. Identify techniques for decreasing student attrition
61. Develop follow-up studies of students by program and curriculum areas
62. Design longitudinal studies of the impact of the community college on student achievement and values
63. Develop performance oriented measures of student achievement

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